DOCUMENT RESUME

ED 169 009 SP 014 004

TITLE	Write Now. Description of Teacher Inservice Education Materials.
INSTITUTION	National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	May 77
CONTRACT	400-76-0091
NOTE	8p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Inservice Teacher Education; *Instructional Materials; Journalism; *Learning Modules; *Secondary School Students; Teacher Education; Validated Programs; *Writing Skills

ABSTRACT

The learning module described is designed to help teachers and secondary school students who wish to improve their practical writing skills. Included in this descriptive report is an outline of the scope and sequencing of topics in the module and the activities and resources involved in its use. Also included are a critique of the module and ordering information. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED169009

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: WRITE NOW

Publication Date(s): Copyright 1977

Intended Users: Preservice and inservice teachers, junior and senior high school students, and all who are interested in improving their practical writing skills

Grade Level(s): 9-college

Number: Group

Primary Focus: The intent of the series is to help users develop their practical writing skills and, according to the developer, "to inspire, instruct, and entertain listeners, that they may write better copy." Writing techniques are presented and practical application of them is emphasized.

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

School subject(s) and/or inservice topic(s) covered:

Skills in writing, journalism, note taking, exam writing, advertising, rewriting, resumé writing, business writing, letters, memos, research writing are covered.

What participant does in using the materials:

After listening to each tape lesson, participants complete the "creative exercises" provided with the product, and take the quiz accompanying each tape. The developer notes that a research paper could be the culminating activity for some programs. Overall course structure is flexible and is left to the discretion of the instructor.

Resources:

There are twelve 15-minute tapes and a 47-page manual of supplemental material. The product comes in a heavy duty, neat package. One would need a tape player, a duplicating machine, a classroom with peers and a teacher. The supplemental manual contains exercises and quizzes related to the cassettes; these are to be duplicated and distributed to program participants.

Describer critique:

This is a very informative series of tapes, and the paperwork accompanying the product appears as if it would be an enjoyable learning experience. The music lowers the professionalism of the product and would probably cause disruption in a classroom. The information is given quickly, which makes note-taking difficult. Overall, however, there is a great deal of knowledge that can quite easily be obtained by using this product.

SP014 004

1.0 PURPOSES:

The rationale behind this product is best said by the developer, who states that, "The aim of the series is to inspire, instruct and entertain listeners that they may write better copy - right now."

"The focus of the series is development of practical skills. Most students will never write a novel, but every member of the class has occasion to write a business letter." In this respect, "Write Now is tailored to the needs of today's students..."

The product teaches teachers how to write and how to teach how to write. The information is rather standard but covers a wide range of types of written material, i.e., newspaper/magazine copy, advertising writing, rewriting, business writing.

2.0 CONTENT — Scope and Sequencing of Topics:

The product contains the following components:

Cassette I, side 1	Choosing a Topic, Definition
Cassette I, side 2	How to Begin Writing; Classification and Analysis
Cassette II, side 1	Journalism I; What Makes News
Cassette II, side 2	Journalism II; In the Field
Cassette III, side 1	How to Keep Writing; Note Taking Exam Writing
Cassette III, side 2	The World of Advertising
Cassette IV, side 1	The Rewrite Room
Cassette IV, side 2	Oral Composition
Cassette V, side 1	Resumé Writing
Cassette V, side 2	Business Writing; Letters; Memos
Cassette VI, side 1	Research Writing I; How to Begin Research; Bibliography
Cassette VI, side 2	Research Writing II; Construction of the Paper; Footnotes

(Tapes are 15 minutes per side)

Table of Contents of supplemental material book.

Definition	p. 1
Proofreading Key	pp. 2-3
Terms every Writer Should Know - Part I and II and 2 quizzes	pp. 1-11
Journalism Vocabulary	p. 12
Journalism Vocabulary Quiz	p. 13
How to Prepare a News Release	p. 14
Listening Test	p. 15
Capture With Titles	pp. 16-17
Brain Teaser	p. 18
Trite Phrases	p. 19
Cliche Hunt	p. 20
Figures of Speech	p. 21
Studies in Point of View - Theme Topics Kit	p. 22
Oral Composition Evaluation	p. 23
What Would You Like to Do?	p. 24
Resumé Format	p. 25
Business Letter Sample	p. 26
Interoffice Memo Sample	p. 27
Abbreviations	pp. 28-29
Abbreviations Quiz	pp. 30-31
A Selected List of Reference Works	pp. 32-34
Bibliographical Entries. A Selection of Samples	p. 36
Footnotes. A Selection of Samples	p. 37
Sample Research	pp. 38-40
Topics and Approaches for Composition	pp. 41-43
Answer Keys	pp. 44-47

This material may be used in part or in any order.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

Participants listen to the 12 tape cassettes and upon completion of each cassette, do the suggested activities, which include taking a quiz. Discussion or other group activities may be implemented if desired. The developer also suggests that a research paper could be the culminating activity of this course.

The training is done in the classroom with peers and a teacher, and overall course structure may be designed by the program director.

3.2 Help given in use of product:

A 47-page supplementary manual is provided with the product. It "includes master copies of digested materials every student needs to know, exercises, objective quizzes based upon the fact sheets and an answer key." Some of these materials must be duplicated and distributed to program participants.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are tests mid-way throughout the series. The tests are on: terms every writer should know, journalism vocabulary, brain teasers, trite phrases, abbreviations.

The teacher administers the test.

Sometimes a research paper is assigned as the final product.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The twelve tapes and the manual are required. The tapes take 15 minutes a side to listen to. The activities that follow vary in length, but none would require more time than a regular class period.

An instructor is needed to implement the course.

5.2 Distributor name/address:

Michael Jeffers
Instructional Dynamics Incorporated
450 East Ohio Street
Chicago, Illinois 60611
(312) 943-1200

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
WRITE NOW - 12 tapes and a manual	$59.50	no	one	yes

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Terence Tobin, B. A., M.A., Ph.D. ("expert in the practical skills everyone needs to write now") directed the effort at assembling these materials.

Dr. Tobin developed these tapes at the request of the Instructional Dynamics Incorporated Human Development Institute. No grant was involved.

6.2 How developed and when:

The material was developed by Dr. Tobin from his experience in the classroom. The tapes were developed between 1976 and 1977. They were field tested in his classrooms and those of teachers in the Chicago public schools. The product was also tested with preservice teachers at Purdue University.

6.3 Evidence of effectiveness with users:

According to Dr. Tobin, teachers were pleased with the product, feeling that it produced good results in helping them achieve more effective teaching skills.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product addresses the need of teaching skills in writing all types of material--from interoffice memos to novels. It is highly adaptable and sections can be exerpted for individual use. The information is presented very clearly and directions are well explained. For instance, when Dr. Tobin tells the class members to criticize each others' work, he explains what concrete criticism is and what the students should be looking for.

In an attempt to make the tape interesting, many voices are used, sometimes sounding unnatural. The noise of crowds cheering at a baseball game is brought in when someone mentions writing about a baseball game. The use of a piano and a song such as "I don't know what to write about blues" interferes with the product's professionalism.

Content accuracy/social fairness/community acceptance issues:

The content seems to be accurate and up to date. There does not seem to be any ethnic or sex bias nor any controversial content. On the resumé tape the developer does not suggest that anyone's age be put on the resumé, which is the current philosophy. Because he is dealing with college students and inservice teachers, he might have mentioned that marital status and number of children need not be put on the resumé.

Some people might object to the music--singing and piano--which is on each tape. Most of the tapes just have a few chords and arpeggios. It might be thought that the music detracts from the important information being discussed. Also, the music might cause some disruption in the classroom--especially that on the first tape, side one.

Overall summary/comment:

This is a very informative series of tapes, and the paperwork accompanying the product appears as if it would be an enjoyable learning experience. Serious students of writing may be put off by the music.

The information is given at quite a clip--making notetaking almost impossible. It would be helpful to have a beep to signal when the tape should be turned off and an exercise worked on.

Overall, however, there is a great deal of knowledge that can quite easily be obtained by using this product.